

Weekly Overview of Learning

Year Group: 3 Week beginning: 25.03.24


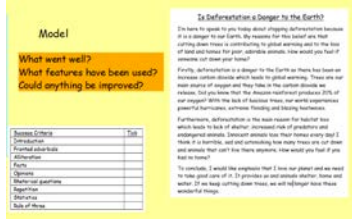

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are practising the reading skill of inference by answering comprehension questions.</u>	<u>LI: We are learning the features of a persuasive speech.</u> <u>LI: We are learning to understand what deforestation is and why it is a danger to the Earth.</u>	<u>LI: We are learning to write a persuasive speech about reducing deforestation.</u>	<u>LI: We are learning to perform our speech.</u>	NO SCHOOL - GOOD FRIDAY
Speaking and Listening Focus	Independent learning Children will complete their comprehension independently once input has been given.	Collaborative learning. Think, pair, share and class discussion. Children will take turns in speaking and listening.	Independent learning Children will complete independent learning/writing tasks.	Children will practise speaking clearly and audibly. Children will glance up when speaking. Think, pair, share and class discussion. Children will take turns in speaking and listening.	
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary PIXL Comprehension Predict Vocabulary Retrieval Inference Summary Compare</p> <p>Key Questions What key skills are present in reading? What key skill is this question using? Why is it important to underline/highlight key words? How can you skim and scan the text to retrieve an answer?</p>	<p>Key Vocabulary Persuasive speech Alliteration Facts Opinions Rhetorical questions Emotive language Statistics Rule of three Introduction Arguments Conclusion Deforestation Earth Danger Forests Plants Animals Habitat</p> <p>Key Questions What does persuasive mean? What is a persuasive speech? What are the features of a</p>	<p>Key Vocabulary Deforestation Persuasive speech Alliteration Facts Opinions Rhetorical questions Emotive language Statistics Rule of three Introduction Arguments Conclusion</p> <p>Key Questions What can you remember about deforestation? Can you recall facts about the impact of deforestation? Can you recall what the rule of three is? How can we start our introduction?</p>	<p>Key Vocabulary Speech Deforestation Performing Audience Speaking Listening Glance Clearly Audibly Oracy</p> <p>Key QuestionsWhat are the key listening skills? What are the key speaking skills? What does audibly? Can you use a clear speaking voice? Can you provide your partner</p>	<p>Key Vocabulary</p> <p>Key Questions</p>

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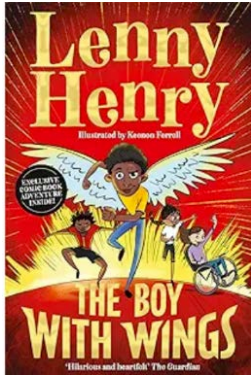
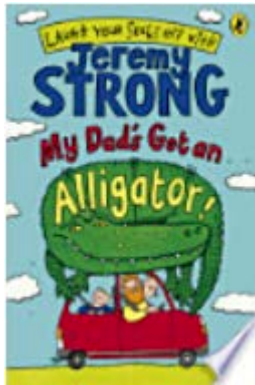

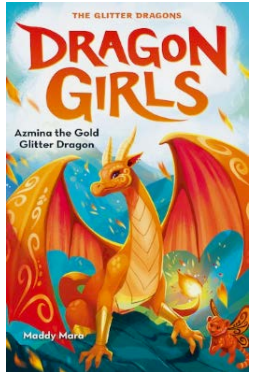
		<p>persuasive speech?</p> <p>What is deforestation?</p> <p>What happens during deforestation?</p> <p>What is the impact on wildlife?</p> <p>What is the impact on the Earth?</p> <p>What statistics can you recall about deforestation?</p> <p>How could animals feel when losing their homes?</p>	<p>What is the main point of paragraphs 1 and 2?</p> <p>How can we persuade people to stop deforestation?</p>	<p>with feedback?</p> <p>What went well? What could be improved?</p>																					
<p>Activities</p>	<p>In this lesson the children will be practising their reading skills such as retrieval, inference, predicting and summarising.</p> <p>The children will be answering comprehension questions to better their understanding of the reading skills. By applying the skills to a direct example will allow children to fully understand the skill and what it is asking.</p>	<p>Children will begin by looking at the features of a persuasive text. They will recap features such as alliteration, rhetorical questions and rule of three.</p>  <p>Children will learn what deforestation is which links to our text 'Magical Celtic Tales' as many of the stories are set in a forest. They will learn the dangers of deforestation and lots of interesting facts and statistics.</p>	<p>Children will recap what they know about deforestation. They will discuss the impact it can have on our Earth.</p> <p>Children will read a model example and discuss as a group what went well, what persuasive features have been used and what could be improved.</p>  <p>Children will begin writing up their speech using the success criteria</p> <table border="1" data-bbox="994 1308 1339 1508"> <thead> <tr> <th>Success Criteria</th> <th>Tick</th> </tr> </thead> <tbody> <tr><td>Introduction</td><td></td></tr> <tr><td>Fronted adverbials</td><td></td></tr> <tr><td>Alliteration</td><td></td></tr> <tr><td>Facts</td><td></td></tr> <tr><td>Opinions</td><td></td></tr> <tr><td>Rhetorical questions</td><td></td></tr> <tr><td>Repetition</td><td></td></tr> <tr><td>Statistics</td><td></td></tr> <tr><td>Rule of three</td><td></td></tr> </tbody> </table>	Success Criteria	Tick	Introduction		Fronted adverbials		Alliteration		Facts		Opinions		Rhetorical questions		Repetition		Statistics		Rule of three		<p>Children will recap the speaking and listening skills.</p> <p>Children will practise in pairs reading their speech aloud.</p> <p>Children will ensure they try and use the correct speaking and listening techniques.</p> <p>Children will provide their partner with feedback, thinking about what went well and what could be improved.</p> 	
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Spelling focus	Weekly Rule - To add the suffixes er/ed/ing to multisyllabic words with an unstressed last syllable (do not double the final consonant)
	Weekly words - gardener, benefited, gardening, benefiting, focused, limited, focusing, limiting offering, offered,

<p>Class Text – Reading Aloud 20 mins each day</p>	<p>Topaz TEXT – The Boy with Wings Author – Lenny Henry</p> 	<p>Sapphire Text - My Dad's got an Alligator Author – Jeremy Strong</p> 	<p>Turquoise Text – The Danger Gang Author - Tom Fletcher</p> 	<p>Lapis Text – Dragon girls Author - Maddy Mara</p> 
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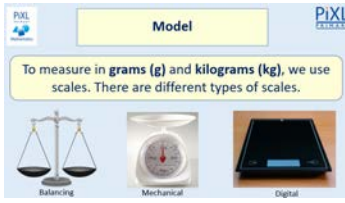
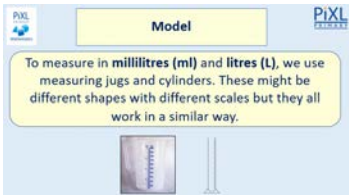
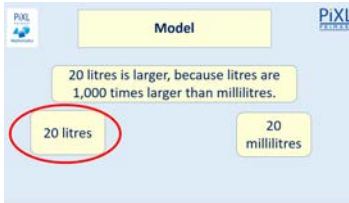
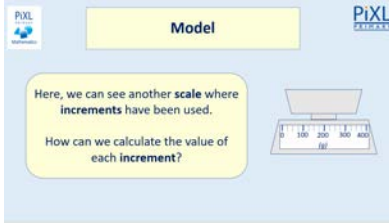
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	LI: We are learning to measure mass using appropriate measuring equipment and record using the correct unit	LI: We are learning to measure capacities using appropriate measuring equipment and record using the correct unit	LI: We are learning to compare and order capacity using ml and l	LI: we are learning to calculate the value of the increment on a simple scale given some information	NO SCHOOL - GOOD FRIDAY
Key vocabulary and key questions	<p><u>Key vocabulary</u></p> <p>Mass Weight Grams Kilograms Measure Accuracy</p> <p><u>Key questions</u></p> <p>What is mass?</p> <p>What are kilograms and grams?</p> <p>What is the same and what is different about them?</p> <p>How many grams are there in 1 kg?</p> <p>How many grams is half/a quarter of a kilogram?</p> <p>If a mass is between two whole kilograms, how can you work out the exact mass?</p>	<p><u>Key vocabulary</u></p> <p>Capacity Volume Millilitres Litres Measuring Accuracy</p> <p><u>Key questions</u></p> <p>What is the difference between capacity and volume?</p> <p>What is the capacity of the container? How do you know?</p> <p>How many millilitres are there in 1 litre?</p> <p>How many intervals are there between 0 and 1 litre? What is each interval worth?</p> <p>How can you work out halfway between two marks on a scale?</p> <p>In this question, what unit is the volume/capacity measured in?</p>	<p><u>Key vocabulary</u></p> <p>Capacity Volume Millilitres Litres Compare Order Measuring</p> <p><u>Key questions</u></p> <p>What is the difference between capacity and volume?</p> <p>Which container do you think has the greater capacity? Why?</p> <p>Which container do you think has the greater volume of liquid in? Why?</p> <p>How can you work out the actual capacity of each container?</p> <p>What is each interval worth? How can you work out halfway between two marks?</p> <p>What unit is the volume/capacity measured in?</p>	<p><u>Key vocabulary</u></p> <p>Addition Subtraction Equal Capacity Volume Millilitres Litres Compare</p> <p><u>Key questions</u></p> <p>How many litres are there altogether? How many millilitres are there?</p> <p>What volume do you need to add to reach 1 litre? How much more liquid is still left to add?</p> <p>How could you work out the difference?</p> <p>In what order are you going to do the calculations?</p> <p>Do you have to do them in a certain order or is there a more efficient method?</p>	

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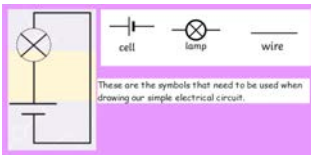

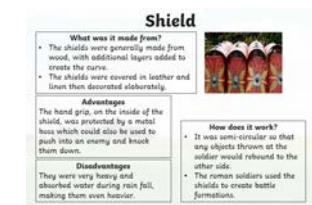
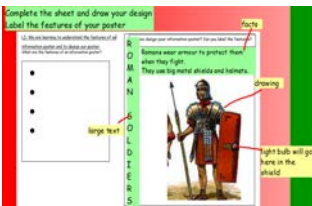





<p>Activities</p>	<p>In Year 2, children measured objects with masses that are whole numbers of kilograms. In this small step, they measure the mass of objects in both kilograms and grams, as well as fractions of kilograms. For example, an object may have a mass of 2 kg and 500 g and children should recognise that this is equivalent to two and a half kilograms. In this block, they always read the measurement as ____kg and ____g.</p> 	<p>In this small step, children use the units of litres and millilitres to measure capacity and volume. They describe mixed amounts as "litres and millilitres", so do not need to use decimal notation or make conversions such as 2 litres and 400 ml is equal to 2,400 ml. Children use their learning from the previous small step alongside the fact that 1,000 ml is equal to 1 litre to allow them to interpret different scales. Interpreting scales is a vital skill, so children should be exposed to a range of different-sized containers as well as scales split into a different number of intervals. Continue to reinforce the difference between capacity and volume.</p> 	<p>Building on their understanding of litres and millilitres, in this small step children compare capacities and volumes. Children first compare capacities or volumes purely by visual estimation, for example a bath must have a greater capacity than a cup. They also use language such as "full", "nearly full", "half full" and "nearly empty" to compare volumes without measuring. They then progress to using "greater than" and "less than" as well as the inequality symbols ($<$, $>$, $=$) to compare capacities and volumes that can be measured.</p> 	<p>An essential skill in this block is for children to be able to use and understand scales. This small step provides an opportunity for children to become more familiar with using scales to read measurements. The focus is on dividing 1000 into 2/4/5/10 equal parts using number lines, before applying this skill in various contexts later in the block. By working out what the interval gaps are on a number line, children become more experienced at reading scales in the context of measurement.</p> 	
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Please continue logging into Doodle Maths and Times-table Rockstars regularly

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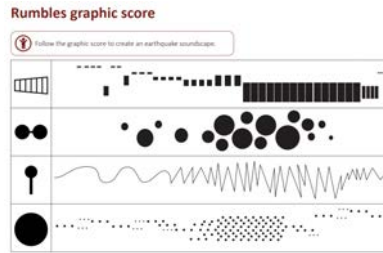
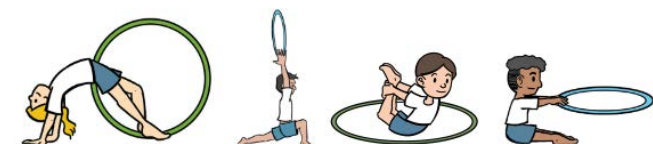
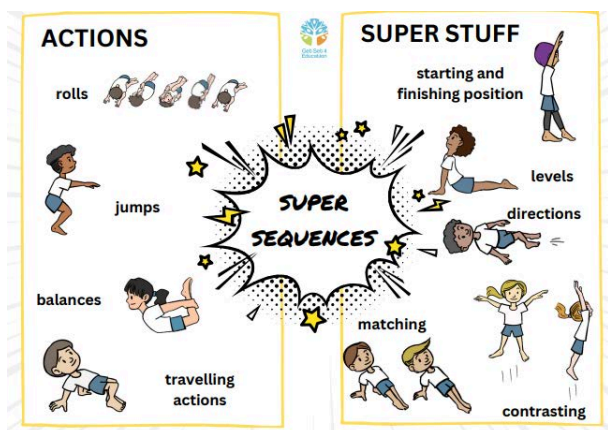
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<p><u>DT WEEK</u> <u>Lesson 1:</u> LI: We are learning to recall what facts we know about electricity and circuits. LI: We are learning to recall what we already know about information posters.</p> <p>Children are going to discuss what electricity is. They will recall their knowledge from Year 2 and discuss what they know about electricity and circuits.</p>  <p>They will recap key words and equipment used to make circuits, specifically how to make a light bulb work in a simple circuit. They will fill in a defining frame about electricity and circuits, using key words and diagrams. The children will also fill in a thinking frame about information posters, recalling the features, purpose, where they can be found and how they can be eye-catching.</p>	<p><u>DT WEEK</u> <u>Lesson 2: We are learning to understand what a circuit needs and to design our circuit.</u></p> <p>Children will recall what a circuit is. They will discuss the different equipment used to make a successful circuit.</p> <p>Children will design their own circuit to ensure that a light bulb lights up for their information poster. They will also list the equipment needed.</p>  	<p><u>DT WEEK</u> <u>Lesson 3: We are learning to understand the features of an information poster and to design our poster.</u></p> <p>Children will discuss in depth the features of an information poster. They will learn about the Romans which is what their information poster will be about. They will discuss how Romans fought, conquered different countries and their clothing.</p> <p>They will design their information poster based on the clothing and weapons used when fighting in battle.</p>  
DT	DT	Computing - Teach Computing
<p><u>DT WEEK</u> <u>Lesson 4: We are learning to understand the purpose of an information poster.</u></p> <p>Children will discuss what they think an information poster is. They will define what an information poster is and identify what the features are to make a successful information poster. They will discuss why information posters are important and complete a range of questions about them.</p>  	<p><u>DT WEEK</u> <u>Lesson 5: We are learning to create our electrical information poster about Roman clothing and weapons.</u></p> <p>In the final lesson, children will finalise their information poster, focusing on Roman clothing and weapons, using an electrical circuit.</p> <p>They will put together their simple circuit and attach it onto the back of their poster.</p> <p>They will take a picture with their final product. They will complete an evaluation on what went well, what they found challenging and what could be improved if they were to do their poster again.</p>  <p>Roman shields A Roman soldier would carry a shield called a scutum to help protect their body from missiles and blades.</p> 	<p><u>Unit 4 - Data and Information</u> <u>LI: We are learning to independently create an identification tool.</u></p> <p>Children will use their dinosaur branching database plan to create their version online using the database tool.</p> <p>They will share their branching database with their partner, who will check to see if it works.</p> <p><u>Make your branching database</u></p> <ul style="list-style-type: none"> Go to: nccs.io/branchingdb Use your plan to make your branching database 

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Science - Cornerstones	Topic - Cornerstones	PE - Get Set 4 PE																							
<p style="text-align: center;"><u>Unit - Plants, Nutrition and Reproduction</u></p> <p><u>Lesson 1 and 2</u> <u>LI: We are investigating the conditions needed for plants to grow.</u></p> <p>In this lesson the children are investigating the conditions needed for plants to grow, specifically looking at cress seeds. The children will begin by learning the functions of different parts of the plants and the specific requirements needed for plants to grow. Some unusual plants will be introduced to the children so that they can compare what is normally needed.</p>  <p>Varying needs of plants Most plants need plenty of sunlight to make food. Some plants, like the hart's tongue fern, survive in shady habitats, such as forest floors and caves. Hart's tongue ferns can survive in these habitats because they have broad, thin leaves to capture as much sunlight as possible.</p> <p>Next, the children will use their knowledge of what plants need. The children will be conducting an experiment using cress seeds, comparing the growth of two cress pots, one with water and sunlight but the other will be in the cupboard without sunlight.</p> <p>Method:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Equipment:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Fair Testing:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">What variables were kept the same?</td> <td style="width: 50%;">What variables were changed?</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>Results:</p> <table border="1" style="width: 100%;"> <tr> <th>Cress seeds in the cup</th> <th>What happened?</th> <th>Draw a diagram of the cress look</th> </tr> <tr> <td>Light</td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Conclusion:</p> <p>_____</p>	What variables were kept the same?	What variables were changed?			Cress seeds in the cup	What happened?	Draw a diagram of the cress look	Light						<p style="text-align: center;"><u>Geography - Rocks, Relics and Rumbles</u></p> <p><u>Lesson 1:</u> <u>LI: We are learning to follow a graphic score to create an earthquake soundscape.</u></p> <p>Discussing the instruments that could be used to create their own earthquake soundscape and the sorts of sounds they could create, such as rumbling, rubble falling and crashing. Provide groups of children with long rolls of paper and pens. Encourage them to follow the instructions, developing their ideas over time to create their soundscape</p>  <p>Lesson 2: The children will be completing an end of unit assessment, they will answer questions all about rocks, relics and rumbles from this term. The children will get 1 hour to complete the test.</p> <p>1 Match each description to the correct layer of the Earth.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> crust mantle inner core outer core </td> <td style="width: 50%; vertical-align: top;"> magma layer hot, liquid metal layer hard, solid rock layer hot, solid metal layer </td> </tr> </table> <p>2 Write the appearance and properties of each type of rock in the table. The first one has been done for you.</p> <table border="1" style="width: 100%;"> <tr> <th>Type of rock</th> <th>Appearance and properties</th> </tr> <tr> <td>sedimentary</td> <td>soft, permeable, layers, grains, fossils</td> </tr> <tr> <td>igneous</td> <td> </td> </tr> <tr> <td>metamorphic</td> <td> </td> </tr> </table>	crust mantle inner core outer core	magma layer hot, liquid metal layer hard, solid rock layer hot, solid metal layer	Type of rock	Appearance and properties	sedimentary	soft, permeable, layers, grains, fossils	igneous		metamorphic		<p style="text-align: center;"><u>Unit 5 - Gymnastics</u></p> <p><u>Lesson 11 - LI: We are learning to create a partner sequence using the skills I have learnt and including a hoop.</u></p> <p>Pupils jog between the gaps in the mats, when they choose to stop at a mat they must choose a way to travel around, over or through it. Each time, they will either use the hoop in a balance, in a jump or in a roll.</p>  <p><u>Lesson 12 - LI: We are learning to create a partner sequence using the skills that I have learnt and apparatus.</u></p> <p>Pupils are going to create a partner sequence on apparatus. They will include a roll, jump, balance and travelling actions, use matching and contrasting actions, think about their level and direction, and their starting and finishing points.</p> 
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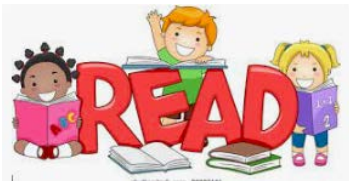
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Homework

This week's homework is going to be set online using Mymaths, Doodle English and Doodle Maths. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar



Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

Your teacher will check and sign your work once a week.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Try and login to **Bug Club** and **Reading Eggs**.



Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.

Weekly Rule –

To add the suffixes er/ed/ing to multisyllabic words with an unstressed last syllable (do not double the final consonant)

Weekly words –

gardener,	benefited,
gardening,	benefiting,
focused,	limited,
focusing,	limiting
offering,	
offered,	

Doodle English and Doodle Spell – log in to your account at least 3 times this week.

Maths



Doodle Maths – Log on to your account at least **three times this week**.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the green zone yet?

Times Tables Rockstars:

Take part in the weekly Year 3 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

REMINDERS - trips/events/items to bring in



Please make sure your child has a glue stick and green pen for their pencil case at school – thank you.

Guided Reading

Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.



Reminders:

End of term school finishes 1:15pm